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ABSTRACT

This teacher training module classifies visual channel problems into the following four main areas: visual perception, revisualization (memory), visual-motor (eye-hand coordination), and ocular-motor tasks. Specific deficits are listed under these main headings, behaviors are given to help identify the problem, and ways to improve the condition are suggested. (PB)

I.A.

VISUAL TRANSFER PROBLEMS

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I. VISUAL PERCEPTION

Area of Deficit

A. Visual Discrimination

1. Figure-Ground Differentiation. (Distinguish object from general irrelevant sensory background and hold image while scanning total pattern).

Behaviors

a. Is the child inattentive?
b. Is the child disorganized?
c. Does the child form letters correctly?
d. Does he have difficulty keeping his place while he reads or while he copies material?
e. Does he skip sections on tests or in his workbooks?
f. Is he unable to complete material presented on a crowded page? (check workbooks child uses)

Amelioration

a. Find and hold hidden form (Frostig, material, Continental Press and Jenn duplicator masters, workbooks, etc.)

2. Recognition and Discrimination. (What is different, what is the same, and how is it different or same - should be taught in order)

Behaviors

a. Does the child know a word in context? If the word is presented in a new situation, does he act as if he had never seen it before?
b. Does he have difficulty matching letters, shapes?
c. Does he have difficulty recognizing letters?

Amelioration

a. Finding similar size objects, buttons, etc.
b. Same - different games with patterns □ □○ direction ↑↓↖
etc.

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3. Visual closure (omits portions of detail and cannot see whole.)

Behavior

a. Child cannot form whole from parts
b. Blending problem: c at = cat or ha ve = have

Amelioration

a. Puzzles
b. Connect the dots.
c. Incomplete pictures.

Special Considerations in Reading

a. Number of stimuli
b. Rate of presentation (perceptual speed)
c. Duration of presentation
d. Time of day for presentation
e. Color
f. Brightness
g. Size
h. Shape
i. Order of Sequence
j. Motion

4. Spatial Relationships (Organization of body to space)

Behaviors

1. Is the child constantly bumping into things?
2. Are his body movements clumsy even though he appears to be fairly well coordinated?
3. Does he know the concepts of before, after, in, out, up, down, left, right?
4. Does he reverse letters, numbers, words?
5. Does the child perceive letters, numbers in the correct sequence?
6. Does he have difficulty in math problems that require a sequence of processes such as long division?
7. Does he have difficulty with measurement?
8. Does he have difficulty understanding graphs or maps?
9. Does he avoid crossing midline of body?
10. Does he have poor depth perception, estimations of distance: p/d?
11. Does he have a poor sense of direction?
12. Does he have problems in telling time?
13. Does he have problems drawing?

Amelioration

1. Learn body parts (use real dolls or paper dolls)
2. Crawl across.
3. Develop laterality - left, right orientation.
4. Fit hands onto cutouts of right and left hand outlines.
5. Act out words like in, out, etc., "Squirrel in Tree" game, etc.

C. Object Recognition (Visual Closure)

Behavior:

1. Cannot recognize objects but can use, describe and reproduce objects.
2. Brain injury?
3. Sometimes can recognize objects through touch.
4. Trouble in integrating visual stimulus into a coherent whole, cannot see as parts.

Motivation

1. Card catalogue of cards
2. Choice selection-method [illegible]
3. Pictures
4. Associate pictures or object with [illegible]

Educational Prescriptions

1. Frostig Test of Visual Perception
2. Bender (1938) Perceptual Survey Rating Scale.
3. Wepman Reading Aptitude Tests (1969).
4. Informal reading inventories and spelling tests
5. Detroit Tests of Learning Aptitude, 1967.

III. Dyslexia (Strong)

General Profile:
A child who has this learning disability has problem encoding what he has learned. The child can recognize the symbol when given a model, but cannot recall it by himself. In other words, he has difficulty reviewing symbols. The child with a recall memory problem may have reading problems. His reading level may be one to three years below grade level. He often experiences more difficulty in spelling and writing than in reading. We cannot see it in the "mind's eye."

Evaluation of a Child with Dyslexia/Dysgraphia Problems

A. Review

1. Put several objects on a table. Remove one of them. Ask the child to tell you what is missing.
2. Graham-Kendall Memory for Designs.
3. Slingerland's Subtest Either 3
4. Retests from Subtest 9 and 10.

B. Perform

1. Slingerland's Subtests Either 2 and 3
2. Exercise-if your arm test, an assign at keyboard color markers beginning with one on a card and increasing the amount of numbers up to eight.

A. [illegible]

1. Fitzgerald's Sensory Studies I (n=7)
2. Construct used was: [illegible]
3. Subjects [illegible]

B. Area

1. Fitzgerald's Sensory Studies I (n=7)
2. Several [illegible]

Performance

1. Matching and comparing.
2. Look at symbol, [illegible] (three) the symbol it is used [illegible], on papers, with [illegible], etc.
3. Duplicate [illegible] and [illegible] [illegible], pencil and papers, etc., and [illegible].

Specific Recall with Verbal Association

A child may look at an object or symbol and name it [illegible] of its shape, size, texture, position, sameness and difference and the child is one of those necessary to respond to events and situations. If a child is given an opportunity to manipulate and to [illegible] he will [illegible] most correctness. A child with [illegible] [illegible] [illegible] taught through his [illegible] and various [illegible]. Perceptual delay: The [illegible] of the child to be observed [illegible]. Difficulties in perception helps the child to be more aware of differences which will help him in [illegible].

A. Shape

1. Recognize and Name

a. Two [illegible] figure, and any [illegible]

1) Let the child take a [illegible] and [illegible] in his hands.
2) Show attention to the [illegible] and help him [illegible] of his hand.
3) Show him that he can [illegible] and [illegible].
4) Call the [illegible] to [illegible] [illegible] and help enough., show [illegible] and [illegible] and the [illegible].
5) With a [illegible] and [illegible] [illegible] and show [illegible] [illegible] the [illegible], the [illegible] [illegible].

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

2. [illegible] [illegible]

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [